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Susan Hirsh, a sophomore from Williamsport, sieves dirt removed from the Tell Gezer archaeological site. In the background is the Kibbutz Gezer Reservoir. The bucket in the foreground is called a "goofa."

LYCOMING SUMMER PROGRAM IN ISRAEL



By DR. EDUARDO GUERRA
Associate Professor of Religion

It all began during the summer of 1968 when, with a travel grant from Lycoming College, I was able to visit classical archaeological sites in Europe, Egypt, and the Holy Land. I was impressed by my ability to relive the great moments of history when I visited the Forum in Rome; the Acropolis and Agora in Athens; and the pyramids at Gize, the temples at Karnak, and the Valley of the Kings at Luxor, all in

Egypt. But it seems that in visiting and studying archaeological sites in the Holy Land, I was transported — as in a vision — to the ancient days when events recorded in monuments, walls, stelae, and the Bible took place — events which ever since have stimulated our imagination, excited our beings, and contributed in a most meaningful way to the spiritual development of mankind.

The ruins of the second century A.D. synagogue in Capernaum, the remains of the old city of Samaria built by Omri as the capital of the northern kingdom, the lower levels of the western wall of the Herodian temple compound in Jerusalem, and the pavement of the Tower Antonia of the Roman period were all very impressive. But nothing was more stirring than observing archaeologists at work at the old sites of Shechem and Gezer. At Shechem, the first center of the Hebrew tribal confederacy, they were excavating the canaanite temple of Baal-Berith (Judges 9, 24). At Gezer, excavations at the Salomonic Gate and the High-Place were taking place.

Since Palestinian studies is my major field of interest, I thought of the possibility of taking some students to participate in an archaeological excavation. Tell Gezer offered the best opportunity because of its instructional program granting college academic credit. The excavations at Gezer are conducted by a staff of professional archaeologists and competent field supervisors under the sponsorship of Hebrew Union College. The digging itself is done by a core of student volunteers from all over the United States and Canada who are instructed in the proper techniques of excavation and in the interpretation of findings for the purpose of historical reconstruction. The students also attend daily lectures on such topics as: the history of archaeology, problems of interpreting the evidence, stratigraphy, and other archaeological subjects. They also participate in field trips to the most important archaeological centers in the area.

One might ask, "Why excavate at Tell Gezer?" First, let me explain that a "tell" is an artificial mound that has been formed through the centuries when a new city was built upon the ruins of a previous one. Then successive other settlements were erected on top of new ruins until the site was completely abandoned and nature went to work covering the ruins with dust until an artificial mound was formed.

Gezer was a most important canaanite city in Western Palestine guarding the main road, the famous *Via Maris*, between Egypt and Syria and points East. Located about thirty miles southwest of present Tel Aviv, it stood on top of the first range of hills off the Mediterranean and commanded a most strategic view. On a clear day, a sentry of the army at Gezer could see toward the North as far as the Carmel mountain range; to the South as far as the beginning of the Negev, the Southern desert; toward the East he could observe any movements taking place almost as far away as Jerusalem; and of course he could always scan the Shephela toward the West as far as the Mediterranean. Anybody in command of Gezer had control of all traffic between Egypt and the East.

When the Philistines from the Aegean Sea were forced by the Egyptians to continue their search for new territories shortly after 1200 B.C., they entrenched themselves on the coastal plain fortifying the five famous cities of Ashdod, Ashkelon, Gaza, Gath, and Gezer. The Philistines became a formidable threat to the loosely organized Hebrew Confederacy, forcing the Israelites to ask Samuel for a king, Saul, the first king, was unable, physically and emotionally, to cope up with the Philistine opposition; but David, his successor, defeated them. David's son, Solomon, rebuilt Gezer since it had been given to his Egyptian wife as a wedding present (1 Kings 9:15-17). One can well imagine what examining the remains of the architecture, the tombs, and the artifacts found within the ruins of a city with such a history could tell concerning the way of life of her inhabitants.

Gezer was systematically excavated early this century by R. A. S. Macalister for the Palestine Excavation Fund. The excavations uncovered monumental architectonic examples such as: four city wall systems, the now well known "Gezer High-Place", a water tunnel, domestic installations, cuneiform tablets of the fourteenth century B.C., silver bowls from the Persian period, and the renowned "Gezer Calendar" which is without question the earliest Hebrew inscription in existence. Macalister showed that Gezer had been occupied almost continuously from circa 3500 B.C. to circa 100 A.D. Confusion in stratigraphy and faulty recording techniques made it imperative that a new excavation be undertaken to clarify the historical reconstruction.



Since 1964, the Hebrew Union College's Jewish Institute of Religion, with the cooperation of the Semitic Museum of Harvard University, has carried out a long-term archaeological project at Gezer.

One of the main objectives, besides the obvious one of clarifying the history of the Tell, is to provide archaeological training for future archaeologists or for those individuals who want to broaden their horizons. This training combines field experience with instruction in modern methodology and the critical use of archaeological research.

It was with this educational aim in mind that four students from Lycoming College and I joined a group of about one hundred twenty other staff members and volunteers. The 1970 summer session carried out excavations in three main areas: in what is believed to have been the acropolis of Gezer, in the Salomonic Gate, and in a cave used as a burial place. The excavations at the Salomonic Gate clarified the history of the Philistine period by making it possible to identify streets and a water system.

A study of pottery recovered showed that we were down to the Philistine period. It was always exciting and gratifying to come across a whole piece of pottery or at least one that could be reconstructed. We knew that all the findings would be of value, but a whole piece somehow made us forget for a while the long hours of exposure to the extremely high heat of Israel during the summer days. The small finds were richer than those from several previous seasons put together, nearly three hundred registered objects in all. Among them was one of

the earliest known examples of an Egyptian (or so-called "Phaenician") ointment vase and a unique pedestal-vase in alabaster.

Our four weeks of archaeological excavation and instruction were followed by four weeks of learning through tours to points of archaeological, historical, and religious importance, as well as through acquaintance with modern life in Israel. Our experience at Gezer and our subsequent readings made us appreciate much more our visits to Hazor, Megiddo, Masada, Qumran, the Herodion, the Citadel, and other places. Our visits to holy places venerated by Jews, Moslems, or Christians made us realize the role that the Middle East has played in the spiritual heritage of peoples. The tensions of the present political situation, reflected in the presence of armed soldiers on all the main highways and even in the cities and the constant inspection of our persons as we entered a bank or any place where people congregated, made us realize that though there is no easy answer, an answer must be found.

Our visit to Israel gave us the opportunity to recover the past for ourselves in order to enrich the present. Moreover, our meals with Arab and Jewish families who extended their hospitality to us, our visits to museums, our attendance at cultural events, our first hand observation of Jewish and Arab customs, all contributed to an enriching and unforgettable summer experience. After a few days in Greece studying the classical period, we returned home thankful for this adventure in learning through doing and living.



On page one, Dr. Guerra delicately brushes a piece of pottery he has unearthed.

Sue Hirsh, our cover girl, does some "heavy" digging with a hoe on page two.

Jeff Anspacher, a sophomore from Silver Springs, Maryland, sports dark glasses and a nose shield as he works in the hot sun on page three.

On page five, Barbara Mitchell, a senior from South Easton, Massachusetts, rests during a break. Beyond the mound are Bedouin tents. Water is pumped into the white tank from a well during the "rainy" season and is used at the archaeological site in the dry season. Beyond the tank is irrigated farmland—part of Kibbutz Gezer farther in the distance. Slightly visible at the horizon is the Mediterranean coast.

Ron McElwee, a senior from Picture Rocks, bends to do a little brush work on page six.

ISRAEL

By BARBARA A. MITCHELL '70

"Near the entrance stood Arab legionnaires, their hands raised in surrender, the first soldier through gave a great shout: 'The Western Wall! I can see the Wall! I can see the Wall!' And then the rest rushed through to touch and kiss the hallowed stones. Tough paratroopers, who had fought hard and non-stop for thirty-two hours, wept at the Temple Wall over which their people had waited for many centuries. But theirs was no wail, no lament, except for their fallen comrades. With this sadness was mingled the ineffable joy of men who had won back for their nation their most sacred site—and who were alive to savour the historic privilege." *

Is that a difficult picture in which to place yourself? If it isn't, you must be black or an Indian, for the oppressions these people have suffered go far beyond those of any caucasian in North America. If you can step in and be one of those militants, using a gun to capture a land, seizing a rock wall and crying for joy for a birth of freedom, you have experienced and suffered more than I and could probably write a much deeper article. Although I have fewer scars, and happier memories, Israel with all its history and emotion is a part of me, for I was in the country for two months as a worker and a student.

Tell Gezer, almost midway between Jerusalem and Tel Aviv, was the first Israeli residence of our group from Lycoming College.° Gezer was being excavated under the direction of Dr. William Dever of Hebrew Union College; this particular archaeological excavation was in its sixth year. The levels at which we were digging were mainly tenth, eleventh, and twelfth centuries B. C. Gezer as a fortress city was obtained by King Solomon as a dowry for an Egyptian princess he married, although records have been found of Gezer, a well known city commanding the Sea Road to the Judean Hills, in the fifteenth century B. C.

This being our first "dig", we considered ourselves as practically slave laborers (volunteers!). But our first weekend in Jerusalem we met Bill Turnbaugh, an alumnus of Lycoming and of archaeological digs,

who convinced us that this hard work was not strictly for our benefit, and that all digs were gruelling work. Women were liberated! There was no discrimination when it came to who should pick or hoe, whoever was available did the job. Sweat mixed with dry dirt created an enchanting mud—usually streaked in delightful patterns from hairline to chin. Hot as it was, we were thankful that small cooling breezes came upon us, although the dust that came with it we termed unnecessary. To my surprise and delight, the nights were actually cold. Israel is just as rolling and dry as it appears in pictures in *National Geographic* and not quite the pastel it appears in the pictures in the back of my bible. We were rewarded by the quiet of the golden sunrises and the view from the acropolis of the surrounding countryside dotted with goats, sheep, camels, and the wondering Arabs cloaked in dusty colors—just rippling silhouettes.

The four weeks spent at Gezer were filled with lectures, field work, tours, stomping grapes in a twelfth century wine vat, disclosing a Palestinian home of the same century, siving and finding scarabs and beads, fighting off a plague of dung beetles, and developing an interest and a desire to know more about archaeology and Israel. From dawn to early evening in the month of July we were acutely aware of the increase of military air traffic. Formations of two to eighteen planes flew overhead constantly and created an intense yet remote feeling of being in a country fighting a war without being a part of the fighting nor having a front row seat to watch the action on television in the United States.

Our second place of residence was Tiberias where Eddie, Dr. Guerra's thirteen year old son, joined our merry band to make it six. I am afraid, on first impressions, we were most impressed with the almost moist grass and "lush" foliage in Tiberias. After desert-like-rationed-water-Gezer, nothing could make us happier! Lake Galilee had plenty of water to allow us to swim almost every afternoon. Jeff even found the equipment to water ski.

Tiberias was our "home-base" for a week, and most mornings we took off from the Scottish Hospice to see other parts of Galilee. The first ventures were to Capernaum, Tabga, and the Mt. of Beatitudes where we successfully took a "short-cut" through briars, tall weeds, and then hitch-hiked home. (Sue was "picked-up" by a policeman). Capernaum was our first archaeological site we had been since we became "authorities" on that subject at Gezer.

*Teddy Kollek and Moshe Pearlman *Jerusalem: A History of Forty Centuries* (New York: Random House, 1968), p.p. 268-9.

°Jeff Anspacher, Ron McElwee, Barbara Mitchell, Sue Hirsch and Dr. Guerra



Nazareth, Safad, and Hazor took up the rest of that week. Safad, with all its tiny, tempting art shops, we found to be one of those places in which you can wonder around forever. Hazor was another archaeological site, but our memories of there are mainly focused on a field brush-fire we helped extinguish. Israel is so dry. A fire can run wild with no obstacles and destroy precious, cultivated land right along with the dry underbrush. And just a really hot day is almost as dangerous as a lighted match. The city of Haifa saw us next. From that modern, three-tiered city, the men in the group explored Megiddo while the women foolishly hitchhiked to Eilat on the Red Sea at the other end of the country. (Sue and I began our trek unaware of the 241 kilometers of Negev desert between ourselves and Eilat, but we made it safely by Saturday afternoon only to leave at 4:00 a. m. Sunday on a standing-room-only bus.) The men enjoyed a more leisurely excursion to Megiddo, where excavating has been done, and we all met at Christ Church Hostel in Jerusalem for our final three weeks in Israel.

Christ Church Hostel is situated just inside the Jaffa gate to the old city; if you are familiar with Jerusalem, it is directly opposite the citadel and David's Tower. The second day in the city we sat high on the Mt. of Olives overlooking the Old City while Dr. Guerra spoke to us of the city of David and its diversified history. From the Mt. we could recognize how Jerusalem earned its title as the center of the world. David set an altar there and built a city; Solomon built his temple there; Christ was crucified there. Jerusalem, first mentioned in Genesis, means "peace", yet for 4,000 years it has been destroyed and rebuilt. It belonged to the Jews, Babylonians, Persians, Assyrians, Greeks, Romans, Byzantines, Moslems, Turks, and British. On the same day those soldiers cried at the Wailing Wall Moshe Dayan said, "We have returned to our holy places, never to part from them again." And on June 7, 1967 Jewish rule over Jerusalem was reestablished, after an absence of 2,000 years. From the Mt. of Olives, in the summer of 1970, with little imagination, the history of Jerusalem was before us—to see.

We traveled all over the city visiting Jewish, Moslem and Christian holy places; David's Tomb, the Stations of the Cross, the Dome of the Rock, The Church of the Holy Sepulchre, the Room of the Last Supper, and the Wailing Wall. We saw the pavement believed by many to be that on which Christ stood when sentenced to death. A powerful monument for the Jewish people who died in Germany is on Mt. Zion. The Israeli National Museum displays elaborate collections of Jewish ceremonial artifacts, centuries-old Torahs,

and Hanukkah lamps. The art section has fine shows of Israeli contemporaries and some of the old masters. The Dead Sea scrolls and documents discovered at Qumran are wonderfully preserved in a shrine at the museum, surrounded by a unique and curious sculpture garden.

The Hadassah Hospital, the largest medical center in the middle-east, and Hebrew University are two of Israel's most dramatic accomplishments. We saw these things—the things that make Israel valuable and give the Israeli a desire to keep their land.

From Jerusalem we visited east, west, and south. Our travels took us to Bethlehem, Jericho, Qumran, Tel Aviv, Ashkelon, Massada, Ein Geddi, Beersheba, Hebron, and the Judean wilderness. We met two Israeli families and shared dinner in their homes. Each of us left Israel with a special something included with our memories of places and things. The Minister of Arab Affairs had me as a visitor in his home and I felt warmly welcomed by this total stranger. Sue found relatives in Israel, and she became a precious link between a family in the United States and a family in Israel. All of us gained a relationship with a young Israeli man that may develop into a very close and lasting one for he may come to Lycoming to study beginning in January. Ron found beauty in the many, many churches and gardens in Jerusalem; memories of these are now treasures. Eddie has a special thirteen-year-old's memories of another country. Jeff had the unique experience of conquering Massada twice.

We left Israel sadly, but ready to go home. Our four day stop in Greece was just long enough to taste another new land and gain some understanding that every country has its intriguing and remarkable qualities. But Israel is more than an exciting place—it is the Holy Land for so many people. And we have been there.



STUDENT SERVICES REORGANIZED

Improvement in meeting the needs of students should result from a major reorganization of the office of student services. Jack C. Buckle, dean of student services, has streamlined operation of the office by delegating specific duties to four assistants, with two others to be added in the future.

The functions within the office have been divided into specific categories with an assistant dean assigned to an area such as: activities, housing, organizations, placement, religious life, or special programs. In addition, each assistant dean is responsible for advising and counseling students.

Robert O. Patterson, assistant dean for the past six years, is now assistant dean for housing. New members of the department are: Susan Albert, assistant dean for special programs; Anna D. Weitz, assistant dean for organizations; and Douglas J. Keiper, assistant dean for student activities. To be added are an assistant dean for placement and a chaplain, who also will be assistant dean for religious life.

Members of the Student Services staff are, left to right: Bob Patterson, Anna Weitz, Jack Buckle, Susan Albert, and Doug Keiper.



Two of the new staff members are Lycoming College graduates. All three new assistant deans were outstanding students and were named to *Who's Who in American Colleges and Universities*.

SUSAN J. ALBERT, a native of Clearfield, is a 1969 Lycoming graduate. A Dean's List student while at Lycoming, Susan was named Woman of the Year in 1969, named to Iruska Honor Society, elected vice-president and president of Associated Women Students, and was active as a representative on the Committee on Academic Standing, the Campus Leaders Conference, and Student Government. Her major was psychology and sociology/anthropology.

Miss Albert was awarded both a graduate fellowship and a graduate assistantship at William and Mary College where she earned a master of education in guidance and counseling in July 1970. Before starting classes at William and Mary, Miss Albert spent the summer of 1969 as an intern with the assistant dean of women at that institution. While at Lycoming, Susan was a volunteer worker at Bethune-Douglass.

DOUGLAS J. KEIPER, a native of Bethlehem, received his bachelor of art in history and mathematics from Lycoming in 1968 and was awarded the Class of 1909 Prize. Doug, a Dean's List student active in campus organizations, was president of his senior class, and was an outstanding varsity wrestler for four years.

Doug comes to Lycoming after two years at Newark Valley High School in New York where he taught history and mathematics and was wrestling coach. He has taken graduate courses in the social sciences at Kutztown State College and will continue graduate studies in the field of guidance and counseling.

ANNA D. WEITZ, a native of Norfolk, Virginia, was raised there and in South Portland, Maine. Miss Weitz is a 1969 graduate of Boston University where she received a bachelor of arts in American history and civilization, magna cum laude. Anna earned her master of science from the State University of New York at Albany in August with a major in student personnel in higher education. While doing her graduate work at SUNY-Albany she was a graduate intern assistant to the dean of students at the State University of New York at Alfred.

CAN THE COLLEGE MAKE IT?

FRESHMAN CONVOCATION ADDRESS — *September 13, 1970*

By DR. HAROLD H. HUTSON

There can be no doubt that colleges—and all other social institutions—are under heavy fire. The perspective of the last several generations, however, shows little difference in the demands for change in our social institutions. Their very nature makes them seem unresponsive to large groups of people, for as soon as they adjust creatively to one day's demands, another day—with a whole new set of problems—is upon us. There is one exception today: I believe that there are more people who either want to bring the colleges down or who do not care whether these institutions live or die. With this one possible exception, I conclude that we are still in an evolutionary process and that the term "revolution" is seriously misapplied to current events on college campuses.

Changes in American higher education over the past few generations can easily lead to the flip conclusion, "This is where I got on." Lovers of the cyclic view of social history can well use higher education as illustrative support for their generalizations. As one looks back at the history of higher education, it is easy to see one dominant mold into which all early American colleges were cast. This classic and rigid liberal arts approach tended to prescribe a single curriculum for all students. Sometimes the entering student was asked, "What is your professional or occupational goal?" A few variations might follow this disclosure to the dean, but college curricula were based solidly upon the theory that the fundamentals of a good education were known to the faculty and that prescribed studies formed the necessary "discipline" for the aspiring scholar and gentleman. Within my own memory, many institutions followed essentially this procedure—wide election, the major, and the minor had not yet become full-fledged realities.

The rise and fall of the open elective system is usually associated with the Harvard University of President Charles Eliot's day. Although it completely relaxed the rigid controls of the classic liberal arts approach, many opponents rose up to refer to it derisively as "Dr. Eliot's educational cafeteria".

The next general phase in American higher education witnessed surveys intended to introduce the student to the essentials of a "general education." Some institutions decided that, on this base, each student should then build a major (possibly a minor also) and such electives as time and energy would permit. Other institutions built their curricula almost entirely around the "Great Books", concluding that specialization should properly be left to graduate studies. A few colleges and universities felt justified in saying to the student: "If your preparatory background is superior, you should be able to complete the general requirements for a bachelor's degree within two years, and after that—on to specialization and advanced degrees!"

Post World War II witnessed a return, by most faculties, to the concept of a required minimum of general education for the baccalaureate degree. This can be seen clearly in the Harvard faculty's published study of the essentials of an undergraduate education. Requirements employed the device of a distributive formula: so much in the fine arts, the humanities, the social sciences, mathematics, and the natural sciences. Add to this the almost universal requirement of a major and the four-year program was complete.

If I detect present trends correctly, the colleges are now reviewing the distributive requirements carefully, far less certain of any minima for a general education. Many of them, as is the case at Lycoming, are moving rapidly toward the development of individually tailored and inter-departmental programs. This will place great reliance and strain upon the development of judgement on the part of the student and concerned guidance on the part of the faculty adviser.

If Lycoming is to make it during these critical days for institutions of higher education, several things must be accomplished. First, there must be a basic loyalty to this institution within the limits of its actual possibilities. We have all chosen to be here—students, faculty, and staff—in full knowledge of the institution's directions, possibilities, and limitations. What it is must certainly be taken as a basis of what it can become. It must become a stronger liberal arts college within the practical limits which declare that human beings must both live and earn a living. This institution must choose—and often with great pain—what it can do well and what is feasible only for other institutions. It should cultivate diversity, but it must operate on the basis of commitments to those solutions which will move us forward now—we cannot excuse any lack of commitment now by saying that all the facts are not in, that the best of all possible worlds has not yet arrived.

Second, there must be clear recognition of functions within this college—and trust, until proved otherwise, that we are all here because we are sincerely committed to the education of human beings. Let us communicate as clearly as possible and consult as widely as possible, but let us know that students, faculty, and staff must be responsible and accountable for identifiable and separate functions. For if we as individuals are unhappy with our roles and prefer others, there are well-defined paths by which one becomes a faculty member, a student, or an administrator.

Third, this college must continue to insist upon reason, reflection, and orderly consideration of all important issues—without this we cannot claim to be an educational institution. We face, as a practical matter, the diminution of public support—the extreme of this is seen in the statement, “If the campuses cannot control their own affairs, then someone must do it for them.” Our freedoms have been too hard won to permit them to be threatened by the planned disorder of various elements. Far more important, however, is my conviction—and I'm sure that it is yours also—that a college must have freedom of ideas, freedom to reflect, freedom to consider, freedom to wrestle with contrasting points of view, freedom to have the other fellow voice his convictions, even if these are diametrically opposed to my own. For these freedoms, many of us have fought during the years—and they rest upon reason, respect for the other fellow, and order.

Fourth, we must decide whether we want to be “relevant” and to what. The sure way to death is to be “relevant” to so many specific issues, problems, and causes that the institution goes down when the cause is either won or lost. To identify with a party, a candidate, a “solution” to a social problem will guarantee that when that way of life changes the institution will go down with it. This college must stimulate a critical approach to all suggested solutions and ways of life, it must be forever dissatisfied with every easy answer to a problem.

Can Lycoming College make it? The answer depends upon the response that people like us are determined to give to these questions.

NEW FACULTY

There are eighteen new faculty members at Lycoming this academic year. Fifteen of them have a combined seventy-five years of teaching experience at thirty different institutions; three are new to the academic profession. These eighteen new faculty members bring a great diversity of formal educational background with them—thirty-nine formal degrees from thirty-eight institutions. Six have earned doctorates and six are candidates for the degree. To this formal education is added forty-one years of experience in non-academic fields, extensive travel, widespread church and community service, numerous special courses, and continuous private study, research and writing.

The preceding paragraph contains many numbers and several descriptive adjectives. These figures and words are an attempt to indicate quality of background more than quantity. The numbers are only important as they serve as indicators of the breadth of learning and depth of experience you will discover as you read the individual biographies below.

MRS. VIRGINIA R. ARROYO, a native of Lafayette, Indiana, brings a diverse background to her position of assistant professor of sociology. Mrs. Arroyo received her elementary education on the mainland of China and in the Philippines. After earning both Philippine and American high school diplomas, she attended Antioch College as a scholarship student for three years then earned both a bachelor of science and a master of arts in sociology from Columbia University.

Mrs. Arroyo taught summer courses at Borough of Manhattan Community College, The City University of New York in 1969. She comes to Lycoming from research positions at the National Council of Churches and the Department of Community Medicine at Mount Sinai School of Medicine where she did extensive research with computers. She is active in church, community, and professional organizations.



V. Arroyo



M. Berthomieu-Lamer

Professor Arroyo and her husband, Antonio, have two children: Joanne five and Mary-Jane eight.

MAX BERTHOMIEU-LAMER comes to Lycoming for one year on a teaching assistantship under the Institute for International Education Exchange Program. The University of Paris graduate has a wide range of interests and brings the advantages of a native French speaker to our students. When he returns to France, M. Berthomieu-Lamer will become a candidate for his license to teach English.

LYDIA A. DUFOUR, a native of New Orleans, is a 1959 graduate of Newcomb College in that city. The following year she was a grade school teacher at the North American School in Madrid, Spain before entering Tulane University to study Spanish. She received her master of arts from Tulane in 1962 and then returned to Madrid to teach English for a year. Miss Dufour then spent two years at Tulane studying Spanish and Portuguese. In 1965 she became an instructor at Sweet Briar College in Virginia for three years; then she resumed her doctoral studies as a graduate assistant at Tulane in 1968. Miss Dufour,



L. Dufour



R. Falk

who had been a National Defense Foreign Language Fellowship recipient, will be an assistant professor of Spanish at Lycoming.

ROBERT F. FALK, associate professor and chairman of the theatre department, comes to Lycoming from Oakland Community College in Farmington, Illinois where he was chairman of the speech and theatre department. He was named Oakland's Outstanding Teacher last spring.

Dr. Falk received his bachelor of arts in philosophy from Drew University in 1954 and a bachelor of divinity, cum laude, in 1957 when he was president of the senior class. While on a graduate scholarship, he earned a master of arts in speech-theatre from Wayne State University in 1962 and his doctor of philosophy in theatre in June 1970.

Rev. Falk has had extensive church teaching experience with youth and adult religion courses, has conducted workshop courses in play production for churches, and has been a counselor for Community Service Society of New York. He was assistant minister at St. Luke's Methodist Church in the Bronx for a few months then became minister at Lee and Lenoxdale, Massachusetts Methodist Church for over four years. After serving as minister for two years at Cold Spring and Garrison, New York, he was minister to youth at First Methodist Church in Birmingham, Michigan from 1958 to 1962. During the last two years he also studied drama at Wayne State.

In July 1962 Dr. Falk began his academic teaching as an instructor at the Cranbrook Summer Theatre in Bloomfield Hills, Michigan. He then spent four years as an assistant professor of speech and theatre at Mount Union College in Alliance, Ohio before going to Oakland in 1966. He also was associate director of the Mount Union summer theatre from 1964 to 1967.



D. Franz



S. Griffith

He and his wife, Gayle, have four children: David seven, Deborah nine, Robert twelve, and Dianne fourteen.

DAVID A. FRANZ, a native of Philadelphia, has been named assistant professor of chemistry. Professor Franz earned a bachelor of arts, with honors, in inorganic chemistry from Princeton University in 1964. He received a master of arts in teaching (science) from The Johns Hopkins University in 1965.

After teaching chemistry for a year at Western High School in Baltimore, Mr. Franz entered the University of Virginia where he earned his doctor of philosophy in 1970. While there, he was a Dupont Teaching Fellow for a year and a National Science Foundation Graduate Fellow for two years.

Dr. Franz has co-authored three papers with R. N. Grimes which have been published in the *Journal of the American Chemical Society*. Dave and his wife, Sally, have a one year old son, Albie.

STEPHEN R. GRIFFITH, assistant professor of philosophy, is a 1961 graduate of Williamsport High

School. Steve was enrolled in Cornell University's undergraduate engineering-physics program for three years and met graduation requirements in both physics and math before switching to philosophy. He achieved Phi Beta Kappa honors and Dean's List and earned his bachelor of arts in 1966. He earned a master of arts in philosophy at the University of Pittsburgh and will soon complete his doctorate there. He has held both a National Defense Education Act and teaching fellowships at Pittsburgh. Steve and his wife Ricky have two children: Marnie 3 and Todd 2.

RICHARD A. HUGHES, a native of Batavia, New York raised in Indiana, has been appointed assistant professor of religion. Professor Hughes received his bachelor of arts degree from Indiana Central College in 1963. He graduated magna cum laude in 1966 with a bachelor of sacred theology from the Boston University School of Theology and then studied for a year at the University of Geneva. Rev. Hughes earned his doctor of philosophy at Boston University Graduate School in 1970 where he was an Edmund Beebe Fellow. While working on his doctorate from 1967-1970 he served as pastor of the First Methodist Church in Revere, Massachusetts. Richard is single.

WARREN J. INCERSOLL, JR. has been appointed as a part-time instructor in German. After graduating cum laude from Boston College in 1964 with a bachelor of arts in modern languages, he spent a year as a substitute teacher of German at Revere High School in Massachusetts. Warren received his master of arts in German language and literature from Northwestern University in 1966. During 1966-67 and 1968-69 he held teaching assistantships at Northwestern while working on his doctorate. In between he spent a year studying at the University of Tubingen in the Federal Republic of Germany on a DAAD Stipendium. Warren's wife, Sheila, is on the faculty at Bucknell.

LEON JACOBSON, a native of New York City, comes to Lycoming from Southern Illinois University where he had been a member of the faculty for two years. Prior to that he taught at Virginia Commonwealth University for two years and was also co-ordinator of graduate studies. For six years Professor Jacobson taught at East Carolina University and was chairman of the Art History Department.

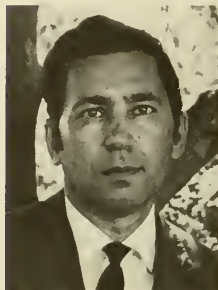
Professor Jacobson received his bachelor of arts degree in art from the City College of New York. He earned a master of art history at the University of Southern California at Los Angeles and his doctor of philosophy in the history and philosophy of education at the same institution.



R. Hughes



W. Ingersoll



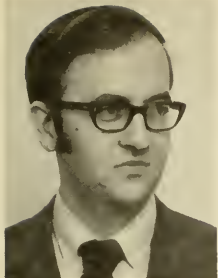
L. Jacobson



F. Keesbury

Dr. Jacobson led European Art tours in the summer of 1965 and 1967, studied Baroque churches in Rome during the summer of 1968, and last summer studied French Romanesque and French Gothic art and architecture throughout France. His publications include twenty articles on architectural monuments for McGraw-Hill's *Dictionary of Art* and "Art Experience and American Visual Art Today" in the *Journal of Aesthetics and Art Criticism*. He wrote an introduction to and translation of Henri Bergson's *Durée et simultanéité*. Northwestern University Press will publish a translation of Mikel Dufrenne's *Phénoménologie de l'expérience esthétique* he has completed with Dr. Edward Casey of Yale University.

FORREST E. KEESBURY, assistant professor of education, is a native of Sherwood, Ohio. After attending Huntingdon College for two years, he completed work for his bachelor of science degree in social science education at Defiance College in 1960. Forrest began four years of teaching at Delta High School in Defiance, Ohio in 1960 and also coached basketball and baseball. He then spent a year at Ball State University teaching high school social science and undergraduate courses in education and coaching baseball. During this time he earned a



P. MacKenzie



R. Malcolm



L. Mayers



J. Murphy

master of arts in history from Bowling Green State University in 1965.

Professor Keesbury received two National Science Foundation Grants. On one he studied economics at the University of Missouri during the summer of 1966. The second grant, for a full year, was used at Lehigh University where he is now a candidate for a doctorate in education. Forrest also received a National Teaching Fellowship at Lehigh and was assigned to Cheyney State College for 1968-69 where he supervised student teachers in Philadelphia and taught seminars in social sciences and education. Professor Keesbury comes to Lycoming from Bucks County Community College where he was assistant professor of economics. His wife is Judith Ann.

PAUL A. MACKENZIE has been appointed an instructor in German. The native of Quincy, Massachusetts has pursued his higher education at Boston University where he has earned a bachelor of arts (1964) and a master of arts (1966), and has work on his doctor of philosophy in progress. While studying for his masters degree, he was awarded the Thomas Mann Prize of Boston University in 1965.

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After serving as a teaching fellow for the 1965-66 academic year, Paul was an instructor for three years. His translation of Carl Dahlhaus's "Wagner and Program Music" has been published in *Studies In Romanticism*. Paul is single.

ROBERT F. MALCOLM, a native of Ann Arbor, Michigan, has been named an assistant professor of business administration. After earning his bachelor of business administration at Eastern Michigan University, he spent two years as a commissioned officer in the United States Army. In February 1968 Bob became an accounting supervisor at the University of Michigan and also began work on his master of business administration at Eastern Michigan, which he received in June 1970. While pursuing the degree, he became a graduate assistant at Eastern Michigan and simultaneously served as an instructor at Michigan Lutheran College and as a special consultant on business operations to that college's president. Bob's wife is Carol Ann.

LYNDON J. MAYERS comes to Lycoming from the University of Maine where he was a teaching assistant and a National Defense Education Act Fellow working on his doctorate. Lyndon had earned his master of science degree in zoology in 1967 from Maine, where he also was a teaching assistant. The new assistant professor of biology received his bachelor of science in biology from the University of Rhode Island.

Professor Mayers co-authored an article "Chromosomal Homogeneity of Five Populations of Alewives". His wife's name is Sharon.

JOSEPH A. MURPHY, associate professor of French, is a native of Philadelphia where he received his basic education which included a classical major at St. Joseph Preparatory School. He earned a bachelor of arts in French and social studies from LaSalle College in 1955. In addition to being a scholarship student at LaSalle, he was awarded a summer scholarship for study at Laval University in 1957.

After a year in supply management with Aviation Supply Office, he spent two years as a high school teacher trainee in Riverside, New Jersey and also earned a diploma in French linguistics and pedagogy from Colgate University. While teaching high school in Palmyra, New Jersey for the next two years, he earned graduate credits in French literature at Villanova University. In 1965 he received a National Defense Education Act Fellowship to the Ohio State University where he earned a doctor of philosophy degree in foreign language education in 1968.

Professor Murphy came to Lycoming from Michigan State University where he had been coordinator of French teaching assistants and a French methods teacher. In 1969 he had been selected to attend an EPDA Summer Institute for French methods teachers in Lyon, France.

The Modern Language Journal published professor Murphy's article "The Use of the Language Laboratory to Teach the Reading Lesson" in 1968. He is currently preparing reviews of various language tests for *Mental Measurements Yearbook*. He has been active in professional organizations. Joe and his wife Mary have three children: Michael eight, Catherine six, and Joseph four.

DAVID J. RIFE, a native of Lansing, Michigan raised in Indiana, comes to Lycoming from Southern Illinois University where he was a University Fellow and, since 1967, an English instructor. The new assistant professor of English had earned his master of arts in 1967 while he was a graduate assistant at the University of Florida. Dave had received a bachelor of arts from the University of Florida in 1960.

Professor Rife authored an article, "Rectifying Illusion in the Poetry of Ted Hughes", in the October 1970 *Minnesota Review*. Dave and his wife, Sandra, have a daughter, Gabriela, age one.

JULIA M. RUX, instructor in sociology, comes to Lycoming with a diverse background in academic and non-academic areas. She received her bachelor of arts degree in sociology in 1965 from Hanover College when she was selected for *Outstanding Young Women of America*, 1965.

For the last half of 1965 Miss Rux worked in South Bend, Indiana as a counselor-social worker with the Neighborhood Youth Corps and also part-time as a consultant to the Office of Economic Opportunity's migrant program. Julia was awarded an Organization of American States Fellowship and spent the year 1966 doing graduate work in Mexico at the National School of Anthropology and History. During 1967 she served as a professional staffing counselor with Career Decisions, Inc.; as a sociological consultant with Leer-Siegler Consultants, Inc.; and also part-time consultant to the O. E. O. migrant program.

In September 1967, Miss Rux entered the University of Wisconsin and received her master of arts in cultural anthropology last June. While at Wisconsin Julia was a head resident and house fellow for two years, was a teaching assistant for a year, and also taught in the Madison High School Home-Bound Program. She also was a U. S. Department of Justice



D. Rife



J. Rux



D. Sawyer



R. Stauffer

Summer Intern in 1968. Miss Rux has had field experience in Cincinnati; Washington, D. C.; New Mexico; and two trips to Mexico.

DAVID E. SAWYER, a native of Ottawa, Illinois, received his bachelor of arts degree in 1963 from St. Olaf College. In 1964 he went to the University of Nebraska as a graduate assistant and the next year became an instructor. Assistant professor Sawyer earned his doctor of philosophy degree in English at Nebraska in June 1970. Dave and his wife, Sally, have two children: Nathan two and Michael four.

R. SCOTT STAUFFER, an instructor in business administration, is a native of Pittston. He earned an associate in arts degree from Keystone Junior College in 1967 and his bachelor of arts in commerce and finance from Wilkes College in 1969. Last June he received a master of business administration degree from the University of Miami. Scott and his wife, Donna Marie, have a three year old son, Scott.

ENROLLMENT 1970-1971

67 PART-TIME
1,523 FULL-TIME
1,590 TOTAL STUDENTS

1,542
EQUATED
FULL-TIME

Three enrollment records were established this September according to figures released by Robert J. Glunk, registrar.

Bob noted that the 495 students admitted to the freshman class set a record which helped to establish an additional record of 1,590 total students. The largest freshman class coupled with a sizeable increase in the number of full-time special students also established a third record of 1,542 equated full-time students.

FALL REGISTRATION 1970

	Total	Students Resident	Off	Total	Men Resident	Off	Total	Women Resident	Off
Freshmen	495	444	51	294	255	39	201	189	12
Sophomores	406	348	58	222	187	35	184	161	23
Juniors	298	199	99	187	109	78	111	90	21
Seniors	297	138	159	183	78	105	114	60	54
Special	94	3	91	63	1	62	31	2	29
Totals	1,590	1,132	458	949	630	319	641	502	139

FALL REGISTRATION 1960

	Total	Students Resident	Off	Total	Men Resident	Off	Total	Women Resident	Off
Freshmen	431	285	146	284	174	110	147	111	36
Sophomores	212	131	81	140	79	61	72	52	20
Juniors	166	88	78	120	59	61	46	29	17
Seniors	141	75	66	110	60	50	31	15	16
Special	46	1	45	24	1	23	22	0	22
Totals	996	580	416	678	373	305	318	207	111

In the decade of the sixties the total enrollment at Lycoming increased by 594, a growth of sixty percent. The on-campus population gained 552 residents for a ninety-five percent gain, while the number of off-campus students rose by 42, up ten percent. The coeds on campus outgained the men 323 to 271, respectively, which is one hundred one percent to forty percent.

FALL REGISTRATION 1960-1970

	Total	Men	Women	Change	% Change	On Campus	Off Campus
1960	996	678	318	79	8.6	580	416
1961	1,019	708	311	23	2.3	631	388
1962	1,109	740	369	90	8.8	737	372
1963	1,165	781	384	56	4.8	807	358
1964	1,225	803	422	60	5.0	880	345
1965	1,355	833	522	130	5.1	1,021	334
1966	1,431	855	576	76	5.6	1,058	373
1967	1,486	872	614	55	3.8	1,090	396
1968	1,562	938	624	76	5.1	1,121	441
1969	1,530	921	609	-32	-2.0	1,110	420
1970	1,590	949	641	60	3.9	1,132	458
Ten Year							
Increase	594	271	323	594	59.6	552	42

STUDENT DISTRIBUTION BY STATE ORIGINS

	Sept. 1968	Sept. 1969	Sept. 1970	Change 69 to 70	% of Change
1 Pennsylvania	895	866	875	9	1.04
2 New Jersey	306	339	378	39	11.50
3 New York	195	172	173	1	.58
4 Maryland	40	40	40	0	0
5 Connecticut	38	25	32	7	28.00
6 Massachusetts	22	21	19	-2	9.52
7 Virginia	10	15	18	3	20.00
8 Delaware	9	11	12	1	9.09
9 Washington, D. C.	7	9	10	1	11.11
10 Florida	1	1	5	4	400.00
11 Georgia	2	3	4	1	33.33
12 New Hampshire	4	3	3	0	0
13 California	2	1	2	1	100.00
14 Rhode Island	2	1	2	1	100.00
15 Illinois	2	2	2	0	0
16 Ohio	6	4	2	-2	-50.00
17 Misc. States 1 @	8	10	7	-3	—
Two States 2 @	4	0	0	0	—
Foreign	6	7	6	-1	-14.29
Totals	1,562	1,530	1,590	60	3.92

STUDENT DISTRIBUTION BY AREA ORIGINS

	Lycoming County	Remainder of Pa.	Total Pa.	Other States	Foreign	Totals
9/70 Males	167	391	558	389	2	949
9/69 Males	159	382	541	376	4	921
Change (%)	8 (5.0)	9 (2.4)	17 (3.1)	13 (3.5)	-2	28 (3)
9/70 Females	91	226	317	320	4	641
9/69 Females	117	208	325	281	3	609
Change (%)	-26 (-22.2)	18 (8.6)	-8 (-2.5)	39 (13.9)	1	32 (5.3)
9/70 Total	258	617	875	709	6	1,590
9/69 Total	276	590	866	657	7	1,530
Change (%)	-18 (- 6.5)	27 (4.6)	9 (1.0)	52 (7.9)	-1	60 (3.9)

LYCOMING COUNTY

The rate of decline in the number of Lycoming County students attending Lycoming College has dropped sharply. In the fall of 1969 the number of such students was down from the fall of 1968 by 18.3%; this fall the decline was only 6.5% below last fall.

The factor responsible for this increase is the reversal of a year ago when we experienced a 20% drop in males attending from Lycoming County. This year there was a 5% gain which can be attributed primarily to a resurgence of enrollment in full-time male special students.

However, a partial offsetting factor to this gain is the continued declining number of females attending from Lycoming County which has accelerated from a drop of 16.4% in the fall of 1969 to a 22.2% decline a year later in 1970. This reflects the continued drop in local female freshmen from thirty-three in 1967, to fifteen in 1968, to seventeen in 1969, and to thirteen in 1970. Apparently, more and more of the ladies want to go away to school, as is also reflected in the sections below.

MALE LYCOMING COUNTY STUDENTS

	Fr.	Soph.	Jr.	Sr.	Spec.	Total
1970	34	22	32	25	54	167
1969	25	26	28	46	34	159
1968	29	26	38	62	43	198
1967	26	32	46	48	15	167

FEMALE LYCOMING COUNTY STUDENTS

	Fr.	Soph.	Jr.	Sr.	Spec.	Total
1970	13	16	10	26	26	91
1969	17	12	28	30	30	117
1968	15	33	22	37	33	140
1967	33	27	28	31	25	144

REMAINING PENNSYLVANIA COUNTIES

The number of students from other Pennsylvania counties continues to increase, the males at a lower rate than the females. The 391 males are nine above last year—a 2.4% increase compared to a 6.1% rise last fall for a decreasing rate of increase. The 226 females are eighteen above last year—an 8.6% increase compared to a 5.6% rise last fall for an increasing rate of increase.

Geographically, most of the net gain in students came from the fourteen counties which fan out from Philadelphia; small gains and losses offset each other in the remaining counties.

OTHER STATES

The number of out-of-state students has taken a significant reversal from a slight decline of .6% in the fall of 1969 to a 7.9% increase (fifty-two students) this September.

The 359 males are thirteen above last year, which is a 3.5% increase compared to a .3% decrease in September 1969 under 1968. The 320 females are thirty-nine above last year, a 13.9% increase compared to a 1% decrease last fall.

Two foreign students come from Germany and one each from Canada, France, Saudi Arabia, and Singapore.

A LOOK AT LYCOMING

By Dr. James R. Jose

In September Dean James R. Jose presented the following address to the faculty at its annual fall workshop. At first, when I received a printed copy, I attempted to edit the eleven typewritten pages down to about three magazine pages. But, the more I have tried to edit the more I have realized how important what he has said is to the future of Lycoming College and how necessary it is to give the ideas presented an opportunity to be discussed by a larger group of people interested in Lycoming.

The numerous items discussed by Dean Jose cover a wide range of subjects. Much of the progress we will experience at Lycoming in the early 1970's will grow out of the initiatives suggested below. Many of you reading this article are Lycoming alumni. Your frank comments on the topics discussed can be of invaluable service to the faculty and administration when proposed changes will be discussed. What are your thoughts about the adviser system, the pass/fail system of grading, calendar reform, the unit course instead of the semester hour system, academic dishonesty, midsemester grades, short-range goals and long-range planning, or any of the other topics discussed?

Many of you were here as students and these things affected you directly. What would you have changed? Let us know where you think we succeeded and where you think we failed — we need to know if we are to improve. Alumni and non-alumni readers are invited to write to Dean Jose, President Hutson, or members of the faculty and staff about any topic. JPL, Jr.

I.

Colleagues:

My comments this morning will consist of my initial impressions of the academic program of Lycoming College, as well as selected thoughts on the future development of that program—both short and long term. While the Self-Study is a revealing document, the most important source for my understanding of the academic program has been you, the Faculty.

My general impression has been that we have a basically sound academic program, but one which can be refined in and for the short-term. However, refining an existing program for the present and immediate future is only part of our task. We must raise searching questions about the long-term future of the small, liberal arts college—this College—or we will succumb to the pressures currently being exerted on this kind of institution of higher learning by the community college movement and the large universities.



The soundness of the academic program at Lycoming College is accounted for in large measure by the quality of this Faculty. This fact was no more clearly in evidence than during the past twelve months. The actions which you took as a body last year and the groundwork which you prepared through tireless efforts and sacrifice are impressive. When one examines this work, it is obvious that this Faculty is, among other things, concerned about:

evaluating and improving upon its own effectiveness in teaching;
expanding the academic options of students by adapting the curriculum and academic program to individual student needs and interests; and
providing an opportunity for students to engage in the study of subjects which may be of interest to them, but in which they have little or no background, uninhibited by the restrictions of the traditional grading system.

Permit me to be more specific. First, the faculty evaluation plan approved a year ago appears to be thorough and fair, and is the most carefully organized plan I have seen. A review of this plan suggests to me that its basic objective is the improvement of teaching effectiveness—an objective which can be reached only by assisting individual faculty members to realize their full potential by recognizing and reducing or eliminating shortcomings. At the same time, the plan you have enacted provides an opportunity for each faculty member to acquaint himself with his strengths. You have gone to great lengths to protect the interests of the evaluatee and the integrity of the academic profession, and you have wisely suggested that professional growth in one's discipline and in teaching effectiveness is expected. For this you are to be commended.

WINTER 1970-71

Implementation of this plan will not be without problems. Any plan of faculty evaluation will raise questions of academic freedom and professional security, among others. The plan you have adopted will require a great amount of time and effort on the part of many, particularly the departmental chairmen and the Dean. However, if we assume that this is a device to assist individual faculty members realize their full potential, I will be optimistic about the outcome.

A second major action taken last year which reveals the quality and perspective of this Faculty relates to interdisciplinary majors. This past spring you adopted a framework whereby departments could develop interdisciplinary majors and students could petition for individually designed programs of study. This decisive action comes at an opportune time, for we are increasingly being called upon to provide what should have been provided years ago—an academic experience related as directly as possible to individual student needs, interests, and talents, and which maintains the integrity of the liberal arts base. This is not to say that the traditional majors are no longer relevant—rather, you have said by your action that for some students a major encompassing two or more disciplines may be preferable to a major focusing on only one discipline.

Last spring when I had the privilege of speaking before the Lycoming Scholarship Dinner, I noted that, "The College must be willing to creatively and reasonably design guidelines for interdisciplinary majors—letting the career and academic interests and needs of the student, coupled with *sound* academic practice, dictate the nature of a student's academic concentration. At the same time, the College cannot lose sight of the importance of a broadly-based liberal arts framework which will expose students to the natural sciences, social sciences, humanities, and fine arts, and, hopefully, provide students with the opportunity to become conversant in these areas of intellectual concern. In short, the time has come when we must recognize that the traditional liberal arts approach *can* be modified *without* being destroyed, and *must* be made more flexible and responsive to the demands of the second half of the 20th Century and more relevant to the realities which confront us daily." In my judgment, this Faculty took the first step in this important area last spring.

The wisdom of this Faculty was again confirmed when it enacted the limited pass/fail system of grading. Effective this September students "may elect to take up to a maximum of four courses on a satisfactory/unsatisfactory basis." You have expanded the opportunities for those students who



are interested in exploring areas of academic interest which were previously forbidding in the minds of the students—forbidding because of the inherent restrictions and inhibitions of the traditional grading system. Your action could well result in a more meaningful and truly liberal arts experience for many students.

The Faculty was wise to recognize the pitfalls and dangers of adopting an inclusive pass/fail grading system. While many of us find it difficult to accept, the fact is that grades are still important prerequisites for many post-baccalaureate endeavors—graduate and professional schools, education, business, and government service included. To adopt a system of grading whereby students could opt for pass/fail for any and all courses would do a great disservice to our students. However, I wonder if we might not want to consider some modification in our present grading system to alleviate the enigmatic nature of the “B” and “D” grades? I would raise this question particularly as it applies to the “D” grade, which we define as signifying work that is “unsatisfactorily acceptable.”

These major actions of last year did not become realities overnight and they were not completely accepted by all members of the Faculty. One has only to read the faculty minutes of last year to learn that much time was expended in debate on the finer points of the proposals which were eventually adopted. These actions represent and reflect the will of this Faculty, even though some are still unconvinced of the merits and are wary of the implications of these actions. The lesson for us, however, is clear: the Faculty has

expressed its will, and it behooves all of us to make every effort to implement these programs in the best interests of Lycoming College. These and other actions which I hope the Faculty will take this year will provide the base for a common commitment which, hopefully, will generate a keen sense of collegialship among us.

II.

While we have a basically sound academic program, the integrity of which rests largely with the Faculty, more remains to be accomplished by way of refinement and improvement.

I. Calendar reform, including a searching evaluation of the present unit course system, must be given the highest priority. I am sure it is painful to recall the many hours which you devoted to calendar study during the past twelve months—particularly, when apparently little or no progress was registered. I expect the sub-committee on calendar reform to continue in earnest the work already begun and would hope that the General Committee on Academic Affairs would be prepared to report to this Faculty with a recommendation in time to be effective next year, if approved.

Study of the calendar cannot proceed without a thorough evaluation of the unit course system. Though the evidence generated by the faculty questionnaire last spring is inconclusive, since only 50% of the Faculty responded, it is sufficient to raise doubt that the original objectives of the unit course system have been accomplished. The total number of courses has actually increased, rather than decreased. In 1964-65 there were 315 courses available to students, whereas last year there were 360. The scheme of contact hours and student work load is so divergent that confusion would best describe the unit course system at present. Questions have been raised to me by many of you which suggest that it has not been unusual for individual instructors to establish the number of contact hours for their courses, and that “independent study and research” conducted during what normally would have been contact hours has been abused. While the objective of adapting the course to the nature of the subject matter is laudable and has my complete support, the calendar reform sub-committee must address itself to the question of whether or not a system which permits a wide variety of contact hours and which is subject to obvious abuse can maintain its academic integrity.

Again, while the objective of devoting a portion of the contact hour time to "independent study and research" is worthy, to be effective the instructor must assume as a *major* responsibility the task of consulting regularly with each student so occupied, giving guidance and supervision.

2. The faculty-student adviser system at Lycoming College is plagued by the same difficulties and shortcomings as most such systems elsewhere. It is not difficult for any of us to raise the question of whether or not any institution can have a completely effective adviser system—but this does not mean that we shouldn't make the attempt. Effective immediately, and in agreement with the Dean of Student Services and his assistants, overall responsibility for the adviser system will be assumed by the Dean of the College. I have asked Mr. Glunk to assume the responsibility for the day-to-day administration of the system. Within the next two weeks I will appoint a study group to evaluate the present system and invite it to recommend modifications. I will expect this group to submit its report to me no later than the end of the fall semester and to address itself to the following questions, among others:

Should every student have an officially designated adviser, and should every faculty member participate as an adviser?

What are the distinctions between advising underclassmen (freshmen and sophomores) and upperclassmen (juniors and seniors)?

Is counselling freshmen so unique that it demands special attention and requires special talents?

How can the academic departments play a more effective role in counselling majors?

What can the Dean of the College do to promote a more effective adviser system?

How can we encourage the student to become more responsible for course planning and scheduling, which should not be a major factor in the counselling function?

What are the distinctions between "advising" and preregistration clerical work?

3. Lycoming College is not doing enough to encourage the acceleration of the gifted student, or to attract such students to this College. The sum of our efforts in this regard is limited to the Lycoming Scholar Program—which was soundly conceived and which can play a major role. However, it is not news to any of us that this program has floundered. In my estimation it has been used primarily as a recruiting device, but we have failed on the follow-through; we have not devoted enough time to making the program



effective and worthwhile for the student after he enrolls at Lycoming.

I would suggest further that the so-called "rewards" of the program (independent study, interdisciplinary study, waiver of distribution requirements save English 10) proceed from false assumptions. I would question whether the academically superior student is the only type of student who is competent to engage in or profit from independent and interdisciplinary study. Evidently, this Faculty has already raised this same question, for it has expanded the opportunities for interdisciplinary studies at this institution and, some time ago, provided a mechanism whereby any student can engage in independent study. Therefore, I would pose the question, what is so special about these two rewards for the Lycoming Scholar?

I would also question whether high board scores, class rank and better-than-average grades in high school are synonymous with basic preparation in the liberal arts. In short, I would question whether the academically superior student is so well prepared in the basic areas of human knowledge which comprise our liberal arts exposure that we can presume to waive his distribution requirements. By "rewarding" superior high school students by waiving these basic requirements without any reference to whether the student needs them or not really amounts to making the distribution requirements a "punishment" for the large bulk of the student body.

These and other questions will be considered by the Lycoming Scholar Council this fall and, I trust, a more effective scholar program will emerge from these deliberations—a program which will, among other things, encompass planning rather than a hasty search among departments for Faculty who can be given three hours of departmental teaching relief to participate in the freshman seminar.

However, the scholar program is only one avenue through which we can attract and encourage the gifted student. Another is through testing. My observation has been that many high schools have improved dramatically over the past decade, but there has been little response on the part of the College regarding the freshman and sophomore curriculum. To be blunt, it has occurred to me that most colleges and universities bore the gifted and well-prepared student during the first two years by subjecting him to material he has already studied in high school. The time has come for Lycoming College to institute a program of testing which will provide the well-prepared student with an opportunity to demonstrate competence in those areas of intellectual concern covered in our basic courses, and, if successful, to receive credit for them and enable him to enroll in more advanced courses. I will be submitting a proposal to the Academic Standing Committee providing for such an opportunity by utilization of the College Level Examination Program (CLEP) of the Educational Testing Service (ETS). I would hope that this committee could complete its deliberations in time to submit a proposal to the General Committee on Academic Affairs and eventually to the Faculty in time for implementation for our entering freshman class next year.

We can do more. Lycoming College should make every effort to encourage well-prepared, exceptional Williamsport area high school students to enroll in its regular courses to receive college credit while enrolled in high school. It occurs to me this would accomplish several desirable objectives. First, an opportunity would be provided for gifted students to realize their full potential in selected academic areas prior to enrollment in college. Second, through this device, the College would provide a service to the community of Williamsport. Finally, and quite candidly, it might serve to introduce Lycoming College to area high school students who might not have considered applying for admission.

4. While attempts at long-range planning have been made in recent years at Lycoming College, insufficient attention has been devoted to short-

range planning at the departmental level. We cannot possibly hope to refine our present program without reference to what we want to accomplish one year, two years and three years from now. Effective next spring, the schedule of classes will be published on an annual rather than a semester basis. This policy rests on the simple assumption that the development of student course programs cannot proceed effectively on a semester basis. Further, effective this semester I will ask each departmental chairman to assume the responsibility for distributing syllabi for courses taught in his department to insure maximum understanding of course content. In particular, I will ask that copies be forwarded to the library, closely related departments, and the Office of the Dean. It is assumed that each departmental office will maintain a file of course syllabi for student and faculty use as well. In this way each student and each adviser will have the opportunity to become as fully informed as possible on the content of each course offered at Lycoming College prior to enrollment; the outcome, hopefully, will be improved counselling and program planning.

In addition, I will be asking departmental chairmen to devote more time to short-range planning encompassing course offerings, curricular development and refinement, and personnel needs. It is hoped that each department chairman will initiate a study of short-range departmental objectives, strengths, and weaknesses by reference to several pertinent questions: a) What is the mission of the department within the general mission of Lycoming College? b) Is the department primarily major oriented—or is its mission that of servicing the needs of other departments—or a combination of both? c) In what way does the department service the needs of other departments? d) Does the department have, as part of its mission, service to the Williamsport community—if so, how is that mission fulfilled? e) What is the department doing to promote the discipline? f) What is the department doing to promote graduate and professional school and other post-baccalaureate opportunities?

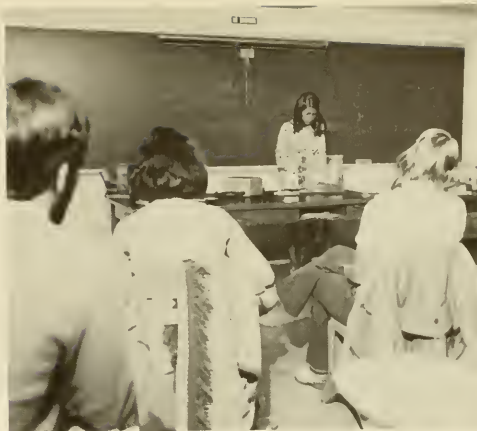
Finally, I shall ask the General Committee on Academic Affairs to examine thoroughly the utility of continuing the summer session arrangement at Lycoming College. Summer enrollments have decreased by more than fifty percent over the past four years. In 1967, 602 students were enrolled, whereas this past summer there were 281 enrolled. Out of a total of forty-two courses, twenty-four had enrollments of five students or less. We have reached the point where the academic purpose and

financial feasibility of the summer session as presently organized are open to question. We may have reached the point where it would be beneficial to explore the merits of a cooperative summer program with other area colleges or to modify our program in some other manner.

5. Conversations with members of the faculty have revealed to me that there is little uniformity in the utilization of student assistants. Further, while the *Faculty Handbook* indicates that students may be utilized as "laboratory assistants, readers, graders and the like," there have been instances where students have actually conducted class sessions as instructors for extended periods of time without immediate supervision and guidance from the responsible faculty member. While I would not deny that students may learn much in peer-group situations, I cannot accept the practice of undergraduate students teaching other students unassisted or unsupervised by the responsible faculty instructor. Students pay tuition for classes conducted by members of this Faculty, not student assistants. I shall appoint a study group to develop a set of policy recommendations on the use of student assistants, to include recommendations on the desirability of establishing uniform hourly pay rates.

6. The procedures and regulations pertaining to academic dishonesty need refinement. While reasonable flexibility is essential to any set of regulations, uniformity of first offense penalties and consequences for second offenders within a flexible framework should be considered. At present there are no specific follow-through procedures or regulations after the faculty member reports the incident and his action to the Dean of the College, except that the latter "may" refer the report "to the appropriate committee for action." Students have a right to know the possible consequences for academic dishonesty and the Faculty has an obligation to establish such consequences and to inform the student. I intend to submit a proposal to the Academic Standing Committee for consideration and recommendation to the Faculty through the General Committee on Academic Affairs. I would hope some refinement of present procedures and regulations would reach the Faculty in time for implementation in the spring semester of this year, if approved.

7. As I observed earlier, this Faculty took an important first step toward the objective of improved teaching when it enacted the plan of faculty evaluation a year ago. If this plan is to have meaning, Lycoming College must develop a



program of action which will assist the individual faculty member in alleviating the shortcomings and maximizing the strengths revealed by the evaluation. Shortly, I will appoint a study group to develop proposals for such a plan of action to be submitted to me no later than the end of the fall semester. In particular, I will ask this group to address itself to the question of what the College in general and the Dean of the College in particular can do to improve the quality of teaching at Lycoming, and what opportunities can be made available to the individual faculty member which, hopefully, would contribute to improved teaching.

8. Last November, this Faculty narrowly defeated a proposal submitted by the Academic Standing Committee providing for the computation and reporting of midsemester grades for all freshmen and sophomores. The arguments favoring and opposing such a plan are all too familiar. This College has a responsibility to both students and parents to provide some indication of the student's progress or lack thereof prior to the end of each semester. The parents of approximately ninety-five percent of the entering freshman class indicated to me this summer that midterm grades would be of great assistance to them. In short, I believe we should emphasize the service which would be provided to the student and the parent, rather than emphasizing the inconveniences which such a plan might cause all of us. If, as Dean of the College, I am to do the kind of job I am called upon to do with reference to student academic progress, I, too, need a midsemester indicator. I shall ask the Academic Standing Committee to

reconsider the idea of midterm grades and to consider a modified proposal which would provide for the reporting of deficiencies (D and F grades) at midsemester for freshmen only. I would hope the committee would be able to report to the General Committee on Academic Affairs for consideration and recommendation to the Faculty in time that, if approved, midterm grades could be reported beginning in the spring semester of this academic year, and hopefully even the fall semester.

9. The challenge presented by the growing community college movement has been the topic of endless hours of discussion in many different forums. The most important conclusion to be drawn thus far is that this movement ought to be taken seriously, particularly by four-year institutions such as Lycoming College. The time has passed when we could afford to ignore the community college and remain aloof, if, indeed, we ever could have or should have adopted such an attitude. During the course of this academic year I will be exploring avenues of possible cooperation between the Williamsport Area Community College and Lycoming. When and if these consultations produce meaningful results, specific proposals will be submitted to the appropriate faculty and administrative forums for consideration. It would be premature to suggest that a broad cooperative base exists, but I do not believe it is too soon to suggest that there are certain areas wherein joint, cooperative efforts might be to the mutual benefit of both institutions.

10. Earlier, I referred to the framework for interdisciplinary majors approved by this Faculty last year. While this action was noteworthy, it was only a beginning. We now need to develop refined procedures and guidelines for facilitating interdisciplinary majors. We need to establish guidelines and procedures for the establishment of interdisciplinary majors as well as individually designed programs tailored to the specific needs and interests of a particular student. In the near future I hope to submit a proposal to the Committee on Interdisciplinary Majors to this end. I hope that some action will be taken in time to be effective for this spring semester. The framework which you have established is too important to our students and Faculty to delay full implementation.

11. I observed earlier that the quality of this Faculty accounts for most of the basic soundness of the academic program. I would suggest here that quality is inextricably united with something which we might call "professionalism" and a deep commitment to the advancement and understanding of our disciplines. The quality of our deliberations

and decisions as a Faculty is proportionate to our commitment to our discipline and our understanding of the other disciplines which comprise our academic program. Lycoming has taken an important step toward realizing interdisciplinary opportunities and I would hope further steps would be taken. But, I would suggest that the collective wisdom of the Faculty in this regard can be enhanced if each of us seizes upon the opportunity to become acquainted with developments in disciplines other than our own.

In order to promote these and other objectives, I would like to see the academic departments sponsor symposia for the entire Faculty and possibly even student majors, wherein lectures, papers, or discussions of a scholarly nature would be presented on such matters as latest research or methodological trends, emerging sub-fields within a particular discipline, problems confronting a discipline, unique teaching techniques and approaches, and the like. I realize that I am risking some danger in suggesting the symposium format inasmuch as Webster's first definition refers to symposium as "in ancient Greece, an entertainment characterized by drinking, music, and intellectual discussion." Perhaps Webster's second and third definitions would best describe the forum I had in mind: "any meeting or social gathering at which ideas are freely exchanged; a conference organized for the discussion of some particular subject."

Further, our effectiveness as teachers, counsellors, and administrators would be enhanced considerably if we were to take the time to understand the curriculum, course content, major requirements, and post-baccalaureate opportunities, among other things, in departments other than our own. I will ask department chairmen to provide this opportunity for all of us by organizing annual departmental briefing sessions.

III.

Much of what I have said thus far applies largely to the short-run. What of the long-run? What should we be considering for the long-range future? Permit me to share some thoughts with you.

Discussion in academic circles over the past decade has included an inordinate amount of time devoted to the plight of the four-year private liberal arts college. It has taken this much time for many of us to recognize realities which should have been clear ten years ago. One of the many conclusions reached is that this type of college must develop something "unique" which will attract students away from the public four year

"multiversity" and the community college. Let us be precise: many are calling upon us to engage in academic "gimmickry" and are asserting that unless we do, we will not survive.

I am unalterably opposed to compromising the integrity of this institution by pursuing "uniqueness" for the sake of being unique, and I cannot accept the fact that we must succumb to the nonsense of "gimmickry." However, I believe we can and should be willing to recognize the realities currently facing four-year private liberal arts colleges and I believe we should respond *creatively* to those realities. We can, in the long-run, maintain a sound academic program and continue to refine it in such a way that we would be unique, but not for the sake of being unique.

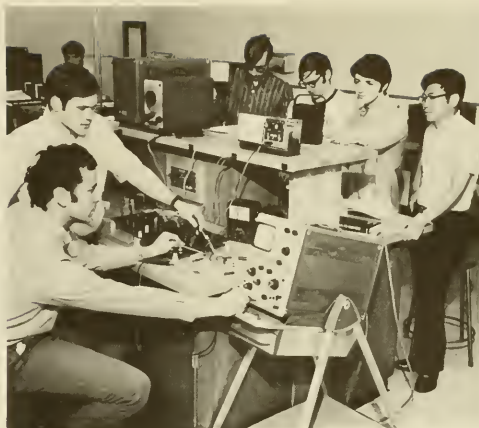
One assumption which we can make is that colleges such as Lycoming do not have to retain the traditional four year academic program to play a significant role in higher education. There are today, more than ever before, many reasons why we should consider other options—options which may not have been tried.

Permit me to suggest an option which we may want to think about in terms of long-range development: the possibility that Lycoming College may gradually become a dominantly upper-division institution, incorporating a junior and senior year curriculum capped by a one-year master's degree program for those who desire a post-baccalaureate degree. This suggestion rests upon a number of assumptions, some of which are as follows:

The long-range development of the College as a sound academic institution may depend upon something other than the traditional four-year academic format. The College has the potential for developing the academic, faculty, financial and other resources needed to support and sustain such a program. There will be a pool of prospective students emerging from two-year colleges, public and private, in addition to well-prepared high school graduates capable of entering at the junior level, sufficient to mount such a program.

There will be a growing number of young people, who after two years enrollment in our larger universities, will prefer a smaller, more individualized academic context and who will be attracted to such a program.

The basic nature of Lycoming College defined as a small, liberal arts, coeducational, church-related institution is not uniquely tied to a four-year format, but can be maintained through innovation.



The role of the liberal arts college is or will be changing due to the assumptions of responsibility by the two-year colleges and high schools much of what is currently offered in our freshman and sophomore curriculum.

Let me hasten to add that we cannot become committed to such an idea soon. We should not even attempt to suggest that such an idea has merits "in principle." We should not become so engrossed with the study of such an idea that our current operation or short-term planning efforts are affected. However, I submit we can casually begin to think about such an idea and, as individuals, explore its merits and shortcomings. During the coming semester I will ask the President to constitute an informal study group for the purpose of long-range *thinking*—a group which will be dedicated to tentative exploration of the idea just presented and possibly others.

In conclusion, we have an academic program of which we can be proud, but one which can be improved. Let us not hesitate to address ourselves to the strengths of the academic program and the College as we consider ideas for alleviating our shortcomings. I look forward to an exciting and important future for the College and to a stimulating year. We will all have a feeling of fulfillment and renewal if we maintain a total college perspective in our deliberations, decision-making, and teaching. Thank you very much. Good luck and good teaching!

FRESHMEN SUMMER ORIENTATION

Last summer all incoming freshmen and their parents had an opportunity to attend a three-day orientation program which was designed to acquaint them with the campus, the faculty, the administration, and their fellow students. Six such programs were scheduled



throughout the summer to give families a wider choice in selecting a session to fit their own summer vacation schedule. The three-day session included various meetings, counseling, testing, registration, class scheduling, and informal "get togethers" among students, parents, and college personnel.

The unique program was begun seven years ago (it was not held in 1969) and replaced the conventional "freshmen orientation." Jack C. Buckle, dean of student services, feels that the summer program is "by far the better" of the two systems, and the enthusiastic response of the freshmen and parents support his appraisal.

Dean Buckle identifies five areas in which this approach excels. Because of the smaller groups, the future student can more easily become acquainted with other students. Another advantage is that the soon-to-be freshmen can schedule his first semester classes and purchase the textbooks to examine and begin reading.

A third advantage is that parents are included in this type of orientation. Because of the time of the year when the usual freshmen week is held, it would be virtually impossible for administrators, faculty, and parents to meet for extended sessions.

Jack also notes that the summer program allows for more comprehensive counseling. Each incoming freshman has two half-hour sessions with a faculty member. The first is used to get acquainted, the second to design a class schedule to fit the student's needs.

Another important plus is a sharp decline in the rate of homesickness, the dean notes. He points out that last year when the program was temporarily halted, eight students left school because of homesickness. But in years when the summer orientation program was held the number was only two or three.



Five soon-to-be freshmen get acquainted.



Dr. Willy Smith and a new student seem to enjoy checking all the paperwork.



Dean Jack Buckle explains a form to an attentive group of parents.



A mother and daughter dine together at a lunch during orientation.

Dr. Robert C. Schultz talks to a freshman about his first college class schedule.



FALL SPORTS IN REVIEW

By BRUCE L. SWANGER

Season records compiled by the Lycoming football and soccer teams during the 1970 schedules completed in early November brightened prospects for a good over-all year in Warrior sports.

The soccer team, coached by Nels Phillips, set a school record by finishing with a 6-4-1 mark against Middle Atlantic Conference opponents and 6-5-1 over-all for the best season by Warrior booters since the sport was inaugurated on an intercollegiate basis in 1957. It was also the first time a Blue and Gold soccer team had ever finished at .500 or better. Teams from 1961 through 1963 each were one game under the break-even mark.



1970 Soccer Squad

Coach Budd Whitehill's football team failed to reach the .500 mark with three wins and five losses. Unfortunate breaks at crucial moments in close games cost the Warriors two more victories and an opportunity to finish the year on the plus side.

The Blue and Gold gridders were 3-4 in Middle Atlantic Conference competition, finishing fourth in the Northern Division for their best conference record in three years. The only non-conference game was a loss at the hands of powerful Westminster. The Titans, after dumping Lyco 28-0, went on to an undefeated season in eight games and were selected for the N. A. I. A. playoff competition for the national small college title.

The soccer team, led by defensive co-captain Dan Miller and offensive co-captain Marty Slauch and the ball-handling finesse and scoring of Claus Bendrick, got off to a fine start. The Blue and Gold booters won their first three conference games before dropping heartbreaking one-goal decisions to Moravian and Wilkes. The latter contest went into overtime before the Warriors lost, 2-1.

In the other two conference matches dropped by the Blue and Gold, their defense collapsed late in both contests. They lost, 7-2, to Western Maryland. In the only match in which they were shut out during the year, the Warriors were defeated, 5-0, by powerful Elizabethtown. The Blue Jay booters were later selected to compete in the national soccer playoffs. Lycoming conference wins were over Dickinson, Rider, Scranton, Washington, Susquehanna and Upsala. They tied Drew.

Each of the three wins posted by the football squad had special significance. Following the disappointing 7-0 opening game loss to Albright, the Warriors went to Wilkes where they capitalized on several pass

Left to right: Row 1: McCloghry, Bendrick, Schenk, Schock, Belton, Shepard, Falter, Hammett. Row 2: Brainard, Sutton, Shaw, Baldi, Co-Captains Slauch and Miller, Michalowski, Glancy, Foord. Row 3: Phillips, Rosenberg, Gettler, McNeil, Daubenspeck, Lindenberg, Wick, Ursell, Spandoni, Fehr, Sisco, Bahner.

Budd Whitehill presents the Wilkes game ball to Dr. Huston at the Yats Esool ceremonies as Dean Jose looks on.



interceptions by the Blue and Gold defense to upset the Colonels, 21-19, for their first win of the year. The victory gained Lycoming accolades for pulling off the upset of the week in small-college grid action. In addition to snapping a Wilkes win streak of thirty-one games over M. A. C. opponents, it also was the first loss for the Colonels on their home field since it was opened in 1965. They had rolled up a streak of nineteen consecutive victories at home during that time.

The second win of the year was a 29-14 victory over Juniata, and it also broke a string of nine consecutive victories the Indians had compiled over the Warriors dating back to 1953. The 13-6 victory over Delaware Valley in the final game of the year was significant in that it was the first Shrine Fez Bowl game and it launched the Warriors on the right foot in what is to become an annual event.

Although all-star selections were not announced until after the close of the Middle Atlantic Conference season, three Blue and Gold players already received recognition before the season ended when they were named by the selection committee to play in the first annual Pennsylvania Dutch Bowl game November 28 at Lancaster.

Bill Olsen, senior defensive back, was named to play on the team, while Bill Curley, senior fullback, and Larry Kunes, senior offensive tackle, were picked to the alternate squad. Alternates were to see action only if individuals picked to the playing squad in their positions were unable to participate.

Below Curley dives for Lycoming's touchdown against Upsala. Bill Olsen, defensive back from Homer City on the far right, was picked for the Dutch Bowl team. Picked as alternates are Larry Kunes, tackle from Weedville on the top near right, and Bill Curley, fullback from Dover, N. J., at bottom near right.



Bill was chosen to the Dutch Bowl team on the basis of his outstanding defensive play in the secondary for the Warriors throughout the year. The Homer City senior, who had been a quarterback until last year when he was shifted to the defense, helped the Warriors compile one of the best over-all defensive records in the conference. In addition to intercepting six passes during the season, Bill consistently tackled opposing runners and knocked down passes during numerous key situations throughout the season. He saved what could have been a tie or possible defeat for the Warriors in the final play of the Fez Bowl game when he broke up a pass play in the end zone that came within an eye-lash of being completed. He also was named the outstanding player in the 28-0 homecoming loss.

Curley was a linebacker until he was converted to fullback last year. The Dover, New Jersey senior played his position so well he was named to the 1969 All-Star team by both the Middle Atlantic Conference and The Eastern Collegiate Athletic Association. He again had a good year in 1970, leading the Warrior ground attack with 371 yards. He also added forty



yards on five pass receptions. Kunes, also named to the M. A. C. first team last year at tackle, was again outstanding in the line during the past season.

Although Whitehill will lose fourteen players through graduation, some of the top offensive and defensive players will be returning next year to form the nucleus of the 1971 squad. Gone, in addition to Olsen, Curley, and Kunes, will be Jim Smith, offensive end; Dave Kopitsky, offensive tackle; Darryl Dreese, offensive center; Charles Kauffman and Art Washington, halfbacks; and Steve Miller, a quarterback who did not play at all his senior year because of a leg injury. Seniors from the defensive unit include Doug Thompson and Doug Richardson, middle guards; Mike Schweder, tackle; and Bob Chesney and Tom Porter, defensive backs.

CAMPUS NEWS

M. S. A. C. RE-ACCREDITATION

A seven-man committee from the Middle States Association of Colleges and Secondary Schools conducted an intensive three-day study of Lycoming in early November as the second part of a comprehensive re-accreditation survey and evaluation.

Re-accreditation is a regular part of the program of the Association's Commission on Higher Education which requests each member institution to conduct a year-long self-study each decade and report the findings to the commission. The visiting committee composed of administrators and faculty members of other colleges then comes to the campus and talks with students, faculty, and administrators in an attempt to assess the total character of the institution in a report to the commission with possible recommendations for change.

The self-study and the visit portions of the re-accreditation process have been completed. The commission is now studying the self-study and the visiting committee's report for several months during which the college may be asked to supply additional information or to discuss any preliminary evaluations which may need clarification. This process usually culminates in significant recommendations designed to improve the institution and a decision to continue or withdraw accreditation.

ECOLOGY COLLOQUIUM

A colloquium on the Ecological Crisis on November 12-13 was sponsored by the Biology, Philosophy, and Religion departments. Featured speaker was Dr. Robert Rienow, professor of political science at the Graduate School of Public Affairs at the State University of New York at Albany. Professor Rienow authored the widely discussed book on ecology, *Moment in the Sun*, and many articles for the Saturday Review, Harper's, Science Digest, Cosmopolitan, and the New York Times Magazine.

Other participants in the program included Allen J. Harder (see below); Mark Roller, regional sanitary engineer, Pennsylvania Department of Health; and Mrs. Ilene Foster, an area homemaker and one of the organizers of Women for a Better Environment.

Lycoming faculty members participating on the panels included ROBERT W. RABOLD—Economics, JOHN A. RADSPINNER—Chemistry; OWEN F. HERRING—Philosophy (moderator), and WENRICH H. GREEN—Biology. Associate professor WILLY SMITH lectured on "The Case For The Nuclear Reactor."

One result of the colloquium has been the forming of the Ecology Action Group. In a future issue, the editor hopes to report on the progress made by this group of students and faculty and to present excerpts from the colloquium talks.

HIS ENVIRONMENT

Dr.
Robert
Rienow



ALLEN J. HARDER, former assistant professor of philosophy at Lycoming, gave the chapel lecture on October 13 as part of the Colloquium on the Ecological Crisis. His topic was "The Theology of the Death of Man". He also was a member of a panel that afternoon and had been the speaker at the worship service the previous Sunday. Allen is now working on his doctoral dissertation in the department of history and philosophy of science at Indiana University.

ACCOUNTING FORUM

Approximately 275 students and faculty members from area high schools and colleges attended an accounting forum on November 12. Logan A. Richmond, accounting department chairman, was chairman of the forum sponsored by the Harrisburg Chapter, Pennsylvania Institute of Certified Public Accountants to acquaint students with the opportunities available in the accounting profession.

KODAK GRANT

Lycoming has received an unrestricted grant of \$4,500 from the Eastman Kodak Company "to help the school recover part of the deficit incurred in educating men and women who are now Kodak employees." Two alumni, Thomas E. Leech '65, and Brian J. McHugh '63, are now with Kodak. The grant was based on a formula of \$750 for each year the men attended, Mr. Leech four and Mr. McHugh two.

SEARS GRANT

Grants totaling more than \$122,000 were distributed recently to eighty-five privately supported colleges and universities in Pennsylvania by the Sears-Roebuck Foundation. In the Williamsport area, Lycoming College, Bucknell University, and Susquehanna University shared in the grants.



Presenting a check for \$1,500 to Dr. Harold H. Hutson (right), president of Lycoming, is J. R. Fahnestock, representative of the Foundation for this area.

ALUMNI CONCERT SERIES

The first program in the Lycoming College Alumni Concert Series was held on October 6th in Clarke Chapel. A receptive audience enjoyed a varied program by soprano Doris T. Heller '54 and duo-pianists Jane Keyte Landon '55, and Mary Landon Russell '33. The performance was a benefit for the David H. Frederick Memorial Fund.

WINTER 1970-71

JOHN W. CHANDLER, associate professor of art who retired last June, was named to the 1970 edition of *Outstanding Educators of America* in recognition of "exceptional service, achievements, and leadership in education." John is now living at 2 Coolidge Drive, Concord, New Hampshire.

RICHARD H. CRAIG, assistant professor of psychology, spoke to an October meeting of the Williamsport Kiwanis on the topic "Current Psycho-Therapeutic Interest in Eastern Psychology". Dick also addressed the Free University of Williamsport on "Meditation, Chant, and Hypnosis".

DR. MORTON A. FINEMAN, professor of physics and chairman of the department, was elected president of the Central Pennsylvania Section, American Association of Physics Teachers at the group's annual meeting held at Lycoming last spring. Last summer Mort took an eight week course on macroscopic quantum mechanics at San Diego State College under a National Science Foundation Summer Fellowship.

WENRICH H. GREEN, assistant professor of biology, was the guest of Governor Raymond P. Shafer at the September "Governor's Conference on the Environment" held at Hershey. The conference included two days of panel discussions with the theme of "Total Environmental Education".

Associate professors EDUARDO CUERRA and O. THOMPSON RHODES and assistant professor WILLIAM J. URBROCK attended the five-day annual meeting of the American Academy of Religion and the Society of Biblical Literature in New York.

DR. JAMES K. HUMMER, professor of chemistry, is on a one-year sabbatical at the Imperial College of Science and Technology, a part of the University of London. Jim will study and do research in natural products with Professor D. H. R. Barton, considered by many to be the outstanding chemist in the world when he received the Nobel Prize in 1969.

M. RAYMOND JAMISON, assistant professor of chemistry and physics, visited numerous colleges to study elementary physics laboratory methods during his spring semester sabbatical. In May he attended a week-long workshop at the University of California, Berkley campus to study "Science Curriculum Improvement Study", a new method of teaching elementary science. In August, he attended the three-day 18th Annual Summer Conference of the Pennsylvania Science Teachers Association at Lock Haven State College. The theme was "The Seventies-Prospects and Problems". Ray also attended a one-day

"Elementary Science Workshop" at Mansfield State College in November.

DR. JAMES R. JOSE, academic dean and professor of political science, has had a book published—its title, "An Inter-American Peace Force Within the Framework of the Organization of American States: Advantages, Impediments, Implications". It is the first systematic, in-depth study of the idea of an inter-American peacekeeping force within the framework of the Organization of American States.

DR. MOO UNG KIM, assistant professor of physics, was a National Science Foundation summer research participant at Vanderbilt University in 1969 when he did research with several people. A resultant paper on "Potential of Gamma-Gamma-Gamma Triple Directional Correlation Studies in Radioactive Decay" was submitted to the International Conference on Angular Correlations in Nuclear Disintegration, held in the Netherlands in August. Mike attended the annual American Physical Society meeting in Chicago and was invited to the annual Defense Atomic Support Agency's Symposium on Physics and Chemistry in Philadelphia. He was acting director of a National Science Foundation Research Participation Grant at Lycoming during the summer. On November 2nd he spoke on "Vibrational Excitation of Simple Molecules by Electron Impact" at the physics colloquium.

DR. MAURICE A. MOOK, professor of sociology and anthropology, gained a unique distinction recently when he had two articles published in an Amish periodical. The Amish people of Pennsylvania have never owned a printing press and only a few have written articles or books for publication, although they are extremely interested in history and particularly history of their own sect, according to Dr. Mook. However, several Amishmen in Lancaster County, contrary to their tradition, recently established a monthly periodical entitled *The Diary*. The masthead on the periodical states that the magazine is "A contribution of the Church, for the Church, by the Church in the interest of collecting and preserving its historical virtues."

When Dr. Mook's articles were chosen to be published in the periodical, it made him the only non-Amish author to be represented. Dr. Mook, who is considered an authority on the history and folklore of the Amish, said, "I am very pleased by their acceptance of these articles. It may mean that after 20 years of working among them in their communities, they have finally accepted me. If true, my field work among them should be easier in the future than it has usually been in the past."

Dr. Mook visited the Netherlands last summer and explored the northernmost provinces—the only part of Holland that was above water in prehistoric times. Of particular interest were fifty-four *hunebedden* (Hun's beds)—which are Neolithic megalithic burial tombs. He also visited and photographed two dozen "field antiquities", saw the Ann Frank House, and viewed the numerous paintings by Dutch and Flemish masters and 300 Van Goghs in Holland's many museums.

Since variety seems to be what keeps Maurice happy—this semester Dr. Mook is teaching a course on the American Indians, and doing research on the Hutterites of South Dakota. And he has four off-campus lectures scheduled, including one on "The Plain People of Pennsylvania" at Juniata College to the Huntingdon County Historical Society.

MARY L. RUSSELL, associate professor of music, who has been a member of the faculty for thirty-four years, has been recognized for "exceptional service, achievements, and leadership in education" and listed in the 1970 edition of *Outstanding Educators of America*. Mary was one of three alumnae to participate in the first program of the new Alumni Concert Series.

DR. WILLY SMITH, associate professor of physics, had his textbook, *Problems in Modern Physics*, published last summer. The format of the college level book "frees the student from the preconceived idea that looking up the solution is cheating and enables him to focus his attention on the procedure and eventually to build a satisfactory approach to problem solving."

THE STUDENT GOVERNMENT ASSOCIATION, under the direction of its president, senior Thomas Brinton, organized a four-day student leaders fact-finding conference on campus activities and problems. Nine areas of concern were explored: community relations, extra-curricular activities, co-curricular activities, campus unrest, athletics, student aid, library, alumni, and placement.

The purpose of the conference was to provide student leaders with a more intimate knowledge and understanding of the various areas of concern and to establish guidelines for any future action or changes that might be considered. Research, interviews of faculty and administrators, and inter-group discussions were employed.

RICH SCHOLARS

Five students from the class of 1973 have been designated Rich Scholars as a result of their academic accomplishment during the 1969-70 year. Tying for first place in their class were: BARBARA BABB of Bloomsburg; ELIZABETH JOHNSON from Wheaton, Maryland; TIMOTHY MC LAUGHLIN of Madison, New Jersey; JOSEPH ROSS from Harrisburg; and ESTHER WILLIAMS of Bristol.

Two outstanding physics majors, CHARLES GINSBERG, a senior from Williamsport and DAVID FREUND of Wilkes-Barre, are continuing research they had participated in last summer. The project was made possible by a \$3,200 National Science Foundation grant. Dr. Fineman directed the program for two years and Dr. Kim was acting director last summer.

The program, which has received more than \$10,000 in grants during the three years, is designed to study the properties of long-lived excited atoms and molecules produced by electron bombardment. The results are useful in checking theoretical predictions for the properties of excited molecular species. Research data also will help in exploring and understanding the nature of the upper atmosphere, air pollution, radiation chemistry, photochemistry, and electric discharges.

BASKETBALL 1971

Wed. 6	Jan.	Philadelphia Textile	*Away
Sat. 9	Jan.	Hartwick	Away
Wed. 13	Jan.	Susquehanna	*Home
Sat. 16	Jan.	Muhlenberg	*Home
Wed. 27	Jan.	Wagner	*Home
Sat. 30	Jan.	Delaware Valley	*Home
Wed. 3	Feb.	Wilkes	*Home
Sat. 6	Feb.	Dickinson	*Home
Wed. 10	Feb.	Elizabethtown	*Home
Sat. 13	Feb.	Juniata	*Away
Wed. 17	Feb.	Albright	*Away
Sat. 20	Feb.	Washington	*Away
Wed. 24	Feb.	Drew	*Away
Sat. 27	Feb.	Scranton	*Home
Fri. 5	Mar.	MAC Championship	Wilkes
Sat. 6	Mar.	MAC Championship	Wilkes

Assistant Dean of Student Services SUSAN J. ALBERT is conducting a series of seminars to help students improve their study skills. Small groups of students meet four times a week for two weeks to complete the series which includes help in such areas as: techniques of study, taking exams, budgeting time, taking notes, and other learning skills. Students can register at any time for the free course.

DENNIS RICHMOND, a freshman from Williamsport, presented a piano recital in Clarke Chapel as part

of a "cultural smorgasbord" presented on Parents' Weekend in October. "A Flea in Her Ear" was also presented in the Arena Theatre, and experimental art films were shown in the academic center.

NORMAN RICHMOND, a senior, and his brother FRANK RICHMOND '69, spent a week in November at Palm Springs, California where they presented piano recitals at the Desert Museum with Philip Dettra, a faculty member at The Pennsylvania State University. Frank is a graduate assistant at Penn State working for a master of fine arts degree. Norman has been awarded a Rotary Foundation graduate fellowship which he will use to study at the St. Cecilia Conservatory of Music in Rome after graduation.

MYTH COURSE

"Myth, Counter-myth, and Anti-myth" will be a new course offered by the religion department in the spring. FRANCIS A. BAYER, assistant professor of English, and WILLIAM J. URBROCK, assistant professor of religion, will teach the course together.

CZOLGACZ

Lycoming's new coffee house "Czolgacz" (coal-gas) opened Saturday evening, November 14 in the basement of St. John's Church of Christ. Food, coffee, entertainment, relaxation, and rapping are available Friday and Saturday nights 8:00 to 2:00.

WRESTLING 1971

Sat. 9	Jan.	Lock Haven	Home
Sat. 16	Jan.	Rochester Inst. of Tech.	Away
Sat. 23	Jan.	Central Connecticut	Home
Tues. 26	Jan.	Mansfield	Away
Sat. 30	Jan.	Delaware Valley	*Home
Sat. 6	Feb.	Wilkes	*Home
Tues. 9	Feb.	Saint Francis	Away
Wed. 10	Feb.	Scranton	*Away
Sat. 20	Feb.	West Chester	*Away
Wed. 24	Feb.	Elizabethtown	*Away
Fri. 26	Feb.	East Stroudsburg	*Home
Fri. 5	Mar.	MAC Championship	Swarthmore
Sat. 6	Mar.	MAC Championship	Swarthmore

FIRST ANNUAL FEZ BOWL



INDEPENDENT STUDY PROGRAM FEATURES ARCHAEOLOGICAL DIG

By JOYCE STABLER

Having gained experience in archaeological field work last summer working at a large prehistoric Indian cemetery near Dover, Delaware, FAYE L. STOCUM, a Jersey Shore senior, and CHARLES R. SPRINGER, a Lock Haven junior, are continuing their interest by taking advantage of the opportunity for independent study at Lycoming. Through a combined program of museum and field work they are extending themselves beyond the offerings ordinarily a part of the curriculum.

Excavation of a small prehistoric American Indian site in Clinton County began in August with the added help of Mattile Maton and John Carroll. Investigating the contents of a midden (translated: garbage pit) which they uncovered, the students have been able to formulate ideas about the life style of a people who lived there around 500 A. D. Fish hooks, knives, scrapers, and deer bones indicate hunting. Domestic activities are described by pots and sewing needles of bone. Designs impressed into the pottery with corn cobs indicate farming and an aesthetic sense. The students find the activity a rewarding alternative to textbook study. Their findings will be donated to the Lycoming County Historical Society Museum.

In combination with their field work, Faye and Charles are enrolled in a special course in "Field and Laboratory Methods in Archaeology" for which they will receive four semester hours credits. In addition to their reading requirements in this area, they will work in the museum laboratory eight hours a week for the duration of the semester. Their work will consist of classifying artifacts in the museum's extensive archaeological collections.

Instruction in the techniques of classification is being given by Mr. James P. Bressler, Curator of Archaeology at the museum and Dean of Applied Arts at the Williamsport Area Community College. The program is being supervised by Mr. John W. Strawbridge, Jr., Director of the museum, and Dr. Maurice A. Mook, Professor of Anthropology at Lycoming College.

Such an undertaking illustrates a co-operative effort between the college and other educational institutions in the community, to meet the individual interests and needs of students who are serious enough to express these needs and to work for their fulfillment.



THE ACTION STARTS

On page seventeen of this issue a comprehensive article by Dean Jose begins with the title "A Look At Lycoming". What he discusses is important to the future of our institution—what will be done about these things can shape our future course.

This short article is to let you know that action has started on many fronts. Two faculty actions have been taken and two study groups appointed as of this writing—more will happen by the time you read this.

Effective the spring semester of 1971, midsemester evaluations will be reported (to students and advisers) for freshmen who are deficient.

Effective for all students entering during the summer of 1971 and thereafter, degree candidates must pass a minimum of thirty unit courses with an average of "C" or better for all his courses and an average of "C" or better for all courses in his major. Fifteen unit courses must be passed with a "C" or better average to advance to junior standing. Since an average of "C" or better is required for graduation, a student whose cumulative or semester average falls below "C" is considered to be in academic difficulty. His academic record will be reviewed by the Committee on Academic Standing. Such students may be placed on academic probation, suspended, or dismissed by the Committee on Academic Standing according to regulations established by the faculty.

Dean Jose has appointed two study groups. Messrs. Baker, Hurr, Maples, and Turner—Utilization of Student Assistants—are to analyze the current practices regarding the use of student assistants in the attempt to isolate problem areas and to recommend a set of guidelines for the use of student assistants, including uniformity of pay scales. Messrs. Clunk, Schultz, and Sherbine, and Mrs. Schaeffer—Faculty-Student Adviser System—are to analyze the present academic adviser system to recommend improvements.

YOU CAN'T STEAL SECOND

. . . UNLESS SOMEBODY SINGS

By WALTER G. McIVER

On a summer day in 1953 Marianna Ciraulo came to speak to me about studying voice. She was to become a Lycoming student in the fall of that year.

It would be absurd to say that, in 1953, it was obvious that one day in the future Marianna would be heard at one of America's prestigious opera houses. However, it *was* obvious that the little girl who came to sing possessed an unusual voice, artistic temperament, and noticeable determination.

Student days at Lycoming were not easy for Marianna, but, taken as a whole, she found life at Lycoming both happy and rewarding. While work as a checker at a local supermarket took many hours of her week, she nevertheless found time to be loyally dedicated to the musical program at the college.

Four years of private study, of touring with Lycoming Choir (including a trip to England), of leading roles in Gian Carlo Menotti's *The Medium* and Kurt Weill's *Down In The Valley*, plus as many courses in music as she could schedule kept Marianna's days full. Each opportunity to sing seemed to deepen her desire to be a professional.

A year after her graduation from Lycoming she entered Westminster Choir College. (In the interim she was Dean Buckle's secretary.) Her interest in that institution was centered in the opportunity to study voice with LoRean Hoddapp who had been the teacher of several internationally known singers. Marianna graduated from Westminster in 1961 with a master of music degree. She had been trained to teach but opera remained her goal.

The summer of 1961 was spent at the Rundel Opera Theatre in Kennebunkport, Maine. Several leading roles in standard works gave her needed experience. She sang her first *Madame Butterfly* in Maine.

To support further study, she accepted a teaching position with the Plymouth-Whitemarsh School district. Being close to Philadelphia, she auditioned and was accepted by the Rittenhouse Opera Company.



Professor McIver meets Miss Ciraulo after her debut.

Margo Farnesi was very helpful during the three years of that association.

"No one can steal second with one foot on first." That fact loomed large in Marianna's thinking, and so she gave up the economic security of her teaching position and went to New York.

During her last year as a school teacher she met Winifred Cecil, a well-known voice coach in New York. A warm and productive relationship developed and Miss Cecil continues to be Marianna's mentor.

Not unlike the young people of Puccini's *LaBoheme*, our young heroine has known real "struggle, discouragement, humiliation and hunger" in the hard years of the 1960's. A variety of jobs were accepted to keep body and voice together. It is at such a stage in a would-be career that character is tested.

Gradually, opportunities to be heard came: A performance of Verdi's *Requiem* with Vernon Detar, a performance of Honegger's *King David* with Elaine Brown's Singing City, and best of all, a *Butterfly* with the Philadelphia Grand Opera Company.

Notice of the Philadelphia *Butterfly* gave Marianna her widest publicity for the most unexpected reason—she didn't sing. On the morning of the performance she awakened with severe laryngitis. Both Marianna and the opera company were on the spot. Arrangements were made to have Mertine Johns, a local soprano, sing the role while Marianna mimed *Madame Butterfly*'s part. So convincing was the performance that many in the audience were unaware of the unusual circumstances. *Time*, *Newsweek*, and the national wire services picked up the story and, indeed, it appeared in a Hamburg, Germany newspaper as well.

On Tuesday, October 20, a bus loaded with Lycoming students and staff went to New York to attend Marianna's debut with the New York City Opera Company. A chance to sing even a subordinate role in a standard opera would have been a happy situation for Marianna. The opportunity to debut as Florinda, the leading feminine role of Alberto Ginestera's very important contemporary work, *Don Rodrigo*, was most challenging and gratifying. Julius Rudel conducted the very successful debut.

Marianna, signs an autograph for a Dutch friend as Emily Büchle, Louise Priest, and Bill Dissinger look on.



Professor McIver introduces Lycoming students to Miss Ciraulo; Mary Bower '60, is in the left foreground.

Don Rodrigo is a difficult work. The melodic lines are angular and the opportunities to show off the voice in the conventional manner are few. Moreover, a work of great dramatic intensity, *Don Rodrigo* uses the orchestra as an integral part of the dramatic development. Great dissonant passages of amazingly heavy scoring provide countless challenges to the singers. Marianna not only proved herself thoroughly capable of meeting the exceedingly difficult vocal demands of the score; she also rated well, generally, with the New York Times critic, Raymond Ericson, who wrote that "*Don Rodrigo* suits Marianna Ciraulo." Mr. Ericson continued, "Her singing was appealing in its sensitivity to dramatic moods, and Miss Ciraulo projected a personal style throughout the second act, in which she is the dominant figure." Such high praise becomes even more noteworthy when one realizes that Marianna was given just one month to prepare the role which was sung in Spanish.

With a successful debut behind her, one wonders what might be in store now. Shortly after second performance of *Don Rodrigo*, Marianna was called to audition for *Madame Butterfly*. As a regular member of the New York City Opera Company through 1972, it is reasonable to suppose that Lycoming's Marianna Ciraulo will again enjoy top billing in New York.

Don Rodrigo is an important milestone in Marianna's career. No one realizes better than she that what is just what it is. She will continue to work diligently, as she always has, for to get to the top there is just one road and it is marked HARD WORK.



Marianna's mentor, Miss Winifred Cecil, embraces her.

Marianna has a hearty laugh with Emily Büchle who is almost hidden by Nellie Gorgas whose back is to the camera.



Marianna laughs with well-wishers as her parents, Mr. and Mrs. Frank P. Ciraulo of Williamsport, standing behind Miss Cecil, look on.

Dale Bower checks John Hollenback and two students aboard the bus before departure for the New York debut.

Professor John Hollenback, Director of Alumni Affairs Dale Bower, and Professor McIver, talk with Marianna.



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*Marianna has her
arm extended at a dramatic moment
in the opera*



